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ABSTRACT

The Beginning Teacher Assistance Program (BTAP) was established by the Washington Legislature in 1985. The primary intent of the program is to provide assistance to first-year teachers who often need support and guidance from more experienced colleagues. This report to the legislature describes the results for school year 1986-87. In order to evaluate the degree to which the program was successful, survey instruments were designed for administration to a sample of beginning teachers, mentors, and principals in the buldings where beginners were assigned. A summary of findings is presented as well as changes made in current BTAP based on data obtained from the evaluation questionnaires. Recommendations are made. Included in the appendices is a summary of survey responses regarding: (1) demographic information; (2) the BTAP beginner and mentor relationship; (3) BTAP beginners' competencies; (4) responses of principals; and (5) participants' written comments. Also appended are BTAP rules, listings of participating school districts, and topics covered in the BTAP training sessions. (JD)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SPI

DR. FRANK B. BROUILLET

Superintendent of Public Instruction

December 31, 1987

TO: Members of the Washington State Legislature

FROM: Dr. Frank B. Brouillet, State Superintendent of Public Instruction

RE: The Beginning Teacher Assistance Program

The Beginning Teacher Assistance Program was established by the legislature in 1985. The primary intent of the program is to provide assistance to first-year teachers who often need support and guidance from more experienced colleagues.

RCW 28A.67.240(8) directed that a report be forwarded to the legislature no later than December 31, 1987 describing the results for school year 1986-87. That report is contained in the following pages.

For additional copies of this report or further information please contact:

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REPORT TO THE LEGISLATURE
ON THE 1986-87
BEGINNING TEACHER ASSISTANCE PROGRAM (BTAP)

(Chapter 507, Laws of 1987)

December 1987

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PROGRAM ACTIVITIES, 1986-87

The 1986-87 Beginning Teacher Assistance Program (BTAP) was administered by the Office of the Superintendent of Public Instruction (OSPI) in accordance with Chapter 392-196 WAC (see Appendix B).

In August 1986, OSPI issued a bulletin and application material to all 298 districts announcing the availability of 700 beginning teacher and 700 mentor teacher positions for the 1986-87 school year. (By contrast, 89 Beginning Teacher/Mentor teams were funded during the pilot year, 1985-86.) One hundred twenty-nine school districts nominated 689 beginning teachers to participate in the program. All of the districts that applied for the 1986-87 program received grant awards to cover the $1,600 per mentor/beginning teacher team cost. The mentor received a minimum stipend of $950 and each beginning teacher received an $80 stipend.

The 1986-87 Beginning Teacher Assistance Program provided funds for the following activities:

a. a stipend for the mentor teacher
b. a stipend for the beginning teacher
c. travel expenses to mentor teacher workshops sponsored by the educational service districts
d. substitute teacher costs for mentor and beginning teachers to make classroom observations
e. funds for educational service districts to conduct three training sessions for the mentor teachers (one of the sessions included both the beginners and the mentors)

OSPI contracted with the educational service districts to provide three days of mentor teacher inservice training. Beginning teachers were required to attend one day of the inservice training, together with their mentor. The all-day Saturday training sessions were organized and implemented by the educational service districts and covered such topics as: techniques of supervision; research-based observation procedures; team-building; communication skills; learning styles; discipline; teaching self-esteem; and other useful topics for teachers. (See Appendix B for a detailed listing of topics covered as a part of the ESD training sessions.)

PROGRAM EVALUATION

In order to evaluate the degree to which the Beginning Teacher Assistance Program was successful, the Office of Superintendent of Public Instruction Professional Education and Testing and Evaluation Sections designed a program evaluation plan and instruments. Survey instruments were designed for and administered to a sampling of the following populations: (1) beginning teachers in the BTAP program; (2) mentor teachers in the BTAP program; and (3) principals in the buildings where beginners were assigned.

The survey instruments consisted of a series of forced-choice questions. Each survey also requested "any additional comments or clarifications"; these comments are summarized in Appendix A, Summary of Survey Questionnaire Responses. The survey instruments are on file at OSPI.

From the original 689 beginning teachers and mentors in the program, 129 from each group were randomly selected to participate in the survey. Eighty percent of all surveys were returned.

A randomly selected group of beginning teachers not participating in the Beginning Teacher Assistance Program was also surveyed in order to compare their first year experiences with the BTAP beginners. The survey questionnaire data obtained from this group, however, indicated that the group consisted of a diverse mix of beginners (some with informal mentors, some with formal mentors assigned by their school districts, and some with no mentors). Therefore, it was not possible to use them as a "control" group and data obtained from them are not included in this report.

SUMMARY OF FINDINGS FROM EVALUATION

The following findings result from the surveys conducted for purposes of program evaluation. Appendix A contains complete survey results.

1. Almost 90% of the beginning teachers considered their teaching experience to be positively affected by having had a mentor.

2. Eighty-five percent of the BTAP beginning teachers indicated that they were either "very likely" or "extremely likely" to remain in the teaching profession after their first year of teaching. Only 3% of the BTAP beginners indicated that it was unlikely they would remain in the teaching profession.

3. Eighty-six percent of BTAP beginning teachers indicated that they expected to be rehired for the following school year.

4. BTAP beginners received the most helpful assistance from their mentors in the area of morale and personal support. This is encouraging since one of the major goals of the program is to have a mentor available to provide helpful assistance in those very areas. The expectation is that confidence is developed and maintained in the beginning teachers through sustained morale and personal support, which will, in turn, have a positive effect upon such areas as teaching strategies and classroom discipline.

5. The BTAP beginners perceived themselves as improving significantly over the course of the school year in all of the identified major competency areas. The greatest perceived improvements for the BTAP beginners were in the areas of "District/Building Policies and Procedures" and "Curriculum Materials/Supplies," where the percentage of teachers who perceived themselves as being either "Quite" or "Extremely Competent" increased by 50% between the start of the school year and the end of the school year.

6. It appears that the beginners and mentors spent approximately the same amount of time discussing important classroom-related topics with the exception of "Morale and Personal Support." This latter topic was identified as the most important area of discussion for the beginners and mentors and is often specified in teacher attrition reports as an area essential to the success of first-year teachers.

7. Forty percent of the mentor teachers held a Master's degree or higher (i.e., a Master's degree plus additional study or a doctorate).

8. According to the principals of the BTAP teachers, over 90% of the beginning teachers participating in the program are either "very likely" or "extremely likely" to remain in the teaching profession.

9. Eighty percent of the BTAP principals indicated that in their judgment the mentor had been "quite" to "extremely" valuable to the beginning teacher.

10. The BTAP principals also felt that the greatest amount of assistance (80%) the beginning teacher received from the mentor was in the area of "Morale and Personal Support." The result is almost identical with the data indicating that 79% of the beginning teachers in the BTAP program felt that the greatest assistance they received from the mentor was in the category of "Morale and Personal Assistance."

CHANGES MADE IN CURRENT TEACHER ASSISTANCE PROGRAM BASED ON DATA OBTAINED FROM EVALUATION QUESTIONNAIRES

Based on the preceding findings and results of the pilot year's survey, the following changes have been implemented for the 1987-88 BTAP program:

1. The definition of "beginning" teacher has been broadened to include certificated persons in roles other than "classroom teacher." This will allow other beginning certificated staff (e.g., counselors, psychologists, other Educational Staff Associates, and vocational teachers) to be included in the program. This was accomplished through 1987 legislative action. (Beginning with the 1988-89 school year, experienced teachers will also be eligible to participate in the Teacher Assistance Program.)

2. Some districts had reported that the $1,600 per beginner/mentor team did not cover all local costs (e.g., fringe benefits). Beginning with the 1987-88 school year, the beginner/mentor teams will be funded at $2,000/team. Fringe benefits will be included for both beginner and mentor, and the beginner's minimum stipend has been raised from $80 to $240.

3. A more comprehensive program evaluation plan has been designed to allow for additional comparisons and analyses. For example, differences between elementary and secondary mentoring will be compared. (These comparisons will be made as a part of the 1987-88 Teacher Assistance Program evaluation.)

4. The OSPI will continue to be responsible for managing the program and administering the beginner/mentor training requirements.

5. Districts are making a conscientious effort to make sure that, whenever possible, mentors and beginners will be assigned to the same building and similar classroom assignments. If a choice must be made, the preference will be that both are assigned to the same building.

6. Districts will limit participation in the program only to beginning teachers with less than 90 consecutive days of experience, since it appears that in the past a number of beginners with significant prior experience entered the program.

7. Mentors will be required to have a minimum of three years experience and possess a continuing certificate.

8. As a part of the training provided by ESD's during Saturday workshop sessions, mentors will be encouraged to provide greater assistance in the areas of classroom discipline and teaching strategies.

9. Mentors will increase the number of times they observe their beginners in teaching settings, as provided by amendments to rules.

10. Beginners will increase the number of classroom observations of their mentors, as provided by amendments to rules.

11. Beginners and their mentors will attend all three of the Saturday training sessions conducted by the Educational Service Districts.

12. Principals that have BTAP mentors and beginners in their buildings will receive more information about the program.

RECOMMENDATIONS

Based on feedback obtained from the survey questionnaire responses summarized in this report, a number of changes have already been incorporated into the BTAP rules. (See Appendix B, Chapter 392-196 WAC, School Personnel--Teacher Assistance Program New and Amendatory Sections.)

Recommendation

In order to maintain this program, the following recommendation is forwarded for consideration by the legislature:

Because the Beginning Teacher Assistance Program has proven to be so successful, based upon feedback obtained from the beginners, mentors, and principals involved in the program, it is requested that the legislature, at a minimum, provide funds to allow for participation of all eligible beginning teachers, starting with the 1988-89 school year and continuing every year thereafter.

Appendix A

- Table 1, Returned Surveys
- Table 2, Number of Beginner/Mentor Teams in Each Educational Service District
- Summary of Survey Questionnaire Responses
  - Demographic Information
  - The BTAP Beginner and Mentor Relationship
  - BTAP Beginners' Competencies
  - Responses of Principals
  - Participants' Written Comments

Table 1, RETURNED SURVEYS

POPULATIONS	SAMPLE SIZES	NUMBER OF RETURNED SURVEYS	PERCENTAGE OF RETURNS
BTAP Beginners	N = 129	N = 93	72%
Mentor Teachers	N = 129	N = 112	87%
Principals	N = 129	N = 104	81%
TOTAL	N = 387	N = 309	80%

Overall, 80% of all populations returned their survey forms. This constitutes a very good return rate.

Table 2, NUMBER OF BEGINNER/MENTOR TEAMS IN EACH EDUCATIONAL SERVICE DISTRICT

ESD	DISTRICTS*	BEGINNING TEACHERS
101	19	60
105	6	16
112	9	34
113	17	71
114	8	44
121	25	291
123	12	49
171	15	42
189	17	81
TOTALS	128	688

*See Appendix B for listing of all school districts that were involved in the 1986-87 BTAP program.

SUMMARY OF SURVEY QUESTIONNAIRE RESPONSES

The results of the survey questionnaire responses have been organized into the following areas:

- o Demographic information
- o The BTAP beginner and Mentor relationship
- o BTAP Beginners' Competencies
- o Responses of Principals
- o Participants' Written Comments

DEMOGRAPHIC INFORMATION: BEGINNING AND MENTOR TEACHERS IN STATE BTAP PROGRAM

1. AGE SPANS:

	21-25 Years	26-30 Years	31-35 Years	36-40 Years	41 Years and over
BTAP Beginners	53%	21%	12%	9%	5%

	30 Years or under	31-35 Years	36-40 Years	41-45 Years	46 Years and over
Mentors	6%	23%	30%	18%	23%

Comment: Very few beginning teachers are in the same general age brackets as their mentors. Seventy-four percent of the beginning teachers are below the age of 30, whereas only 6% of the mentors are in that age bracket.

2. SEX:

	MALE	FEMALE
BTAP Beginners	33%	66%
Mentors	28%	72%

Comment: Approximately one-third of the beginning teachers are male and two-thirds are female. The mentor division between male and female is approximately one-quarter to three-quarters, respectively.

3. YEARS OF TEACHING EXPERIENCE OF MENTORS:

0-5 Years	6-10 Years	11-15 Years	16-20 Years	21 or more years
4%	25%	29%	22%	20%

Comment: Over 40% of mentors have 16 or more years of experience.

4. ETHNIC BACKGROUND:

	American Indian/ Alaskan Native	Asian American/ Pacific Islander	Black	Hispanic	White
BTAP Beginners	4%	3%	1%	0%	91%
Mentors	1%	1%	3%	1%	95%

Comment: Very few beginning and mentor teachers are from minority ethnic groups. Over 90% of the beginners and 95% of mentor teachers are white.

5. CURRENT TEACHING LEVEL:

	Elementary	Middle	Junior High	High School	Other
BTAP Beginners	57%	5%	9%	25%	4%
Mentors	56%	7%	8%	25%	5%

Comment: A little over one-half of the beginners and mentors are teaching at the elementary level and one-fourth of both groups are teaching at the high school level.

6. BUILDING ASSIGNMENTS:

Same building: 80% Different building: 20%

Comment: The intent of the BTAP program was to match beginning and mentor teachers from the same building. The survey results indicate that 8 of 10 teams taught in the same building, with 2 out of every 10 teams composed of teachers from different buildings. Reasons given for the different building assignments is that smaller school districts, with only one teacher at every grade level in a building, will pair-up teachers at the same grade level who, by necessity, are at a different building location. Having a teacher at the same grade level may be more important than pairing-up two teachers in the same building but at different grade levels.

7. GEOGRAPHICAL AREAS:

Urban	Suburban	Rural
15%	47%	38%

Comment: Teachers involved in Washington's Beginning Teacher Assistance Program are primarily from suburban and rural school districts.

8. DISTRICT HAS ORIENTATION/INSERVICE FOR BEGINNERS:

Yes	No	Don't Know
47%	41%	12%

Comment: Only about one-half of the school districts involved in the BTAP have an orientation or inservice for their beginning teachers (whether they are involved in the BTAP or not).

9. STUDENT COMPOSITION IN BEGINNER CLASSES:

Mostly Low Achievers	More than Average # of Low Achievers	Average # of Low and High Achievers	More than Average # of High Achievers	Mostly High Achievers
11%	26%	41%	19%	3%

Comment: The achievement level of students in the classes to which beginning teachers are assigned appears to be fairly equally distributed among low-, average-, and high-achieving students.

10. SIMILARITY OF TEACHING ASSIGNMENTS:

Not At All Similar	Somewhat Similar	Quite Similar	Identical
12%	19%	36%	34%

Comment: Seventy percent of the beginners and mentors felt that their teaching assignments were either "quite similar" or "identical."

11. MENTORS' HIGHEST LEVEL OF FORMAL EDUCATION:

Bachelor's Degree	Standard or Continuing Certification	Master's Degree	Master's Plus Additional Formal Study	Doctorate
4%	53%	11%	32%	1%

Comment: Fifty-three percent of the mentor teachers held the highest level of certification (standard or continuing) and forty-four percent held a Master's degree or higher (i.e., a Master's degree plus additional study or a doctorate).

12. NUMBER OF STUDENTS IN BUILDING:

Less than 100 Students	100-299 Students	300-499 Students	500-699 Students	Over 700 Students
7%	11%	32%	23%	28%

Comment: Over one-half of the schools the beginners/mentors taught in had enrollments of 500 students or more.

13. DID YOU SUBSTITUTE TEACH IN THIS DISTRICT OR BUILDING?

	No	Yes, this Building	Yes, this District
BTAP Beginners	73%	16%	11%

Comment: Most (73%) of the beginning teachers in the BTAP have never substitute taught in the school district in which they were hired.

THE BTAP BEGINNER AND MENTOR RELATIONSHIP

1. HOW OFTEN BTAP BEGINNERS MET WITH MENTORS

	Daily	Weekly	Twice Monthly	Once Monthly	Less Than Monthly
BTAP Beginners	29%	30%	16%	13%	11%

Comment: Almost 60% of the beginning teachers met with their mentors on a daily or weekly basis.

2. HOW SIMILAR WAS YOUR TEACHING ASSIGNMENT TO THAT OF YOUR MENTOR'S?

	Not At All Similar	Somewhat Similar	Quite Similar	Identical
BTAP Beginners	12%	19%	36%	34%

Comment: Seventy percent of the beginning teachers indicated that their teaching assignment was either quite similar or identical to their mentor's. It may be that the job similarity factor would be even higher if some degree of definition were given to the word "similar" as it is used in 3 of the 4 response alternatives.

3. NUMBER OF OCCASIONS MENTORS OBSERVED BTAP BEGINNERS TEACHING LESSONS

	None	1-2 Times	3-4 Times	5-6 Times	7 or more Times
Mentors in State Program	17%	39%	24%	10%	10%

Comment: Fifty-six percent of the mentors either "never" or "1-2 times" observed their beginning teacher during the course of the school year. This is exactly the same percentage that was reported from the pilot year (1985-86) program. The BTAP rules (Chapter 392-196 WAC) have been amended to allow a greater amount of mutual observation between the mentor and the beginning teacher.

4. NUMBER OF OCCASIONS BTAP BEGINNERS OBSERVED MENTORS TEACHING LESSONS

	None	1-2 Times	3-4 Times	5-6 Times	7 or more Times
BTAP Beginners	26%	44%	14%	4%	12%

Comment: Seventy percent of the beginning teachers indicated that they "never" or "1-2 times" observed their mentors teach a lesson during the course of the school year. The BTAP rules have been amended to allow greater release time for beginners to observe in the classroom.

5. HOW OFTEN BTAP BEGINNERS AND MENTORS DISCUSSED EACH OF THE FOLLOWING:

	Teaching Strategies	Classroom Discipline	Building/ District Policies & Procedures	Morale and Personal Support	Curriculum Materials/ Supplies
Daily/ Weekly	38%	36%	26%	57%	33%
Once/ Twice Monthly	37%	42%	48%	27%	42%
Less Than Monthly	25%	22%	27%	15%	24%

Comment: It appears that the beginners and mentors also spent approximately the same amount of time discussing important classroom-related topics with the exception of "Morale and Personal Support." This latter topic was identified as the most important area of discussion for the beginners and mentors and is often specified in teacher attrition reports as an area essential to the success of first-year teachers.

6. SIMILARITY OF BTAP BEGINNERS' AND MENTORS' TEACHING PHILOSOPHIES

	Not At All/ Somewhat Similar	Quite Similar/ Identical
BTAP Beginners	48%	52%
Mentors	40%	59%

Comment: Only a little over half the beginners and mentors felt that their teaching philosophies were quite similar or identical. This may be due to the considerable age difference (and different type of teacher training experience) of the mentors and beginners.

The percentage of beginners (52%) and mentors (59%) who felt that their philosophy of teaching was similar or identical changed little between the 1985-86 teams and the 1986-87 teams.

BTAP BEGINNERS' COMPETENCIES

1. HOW BEGINNING TEACHERS FELT ABOUT THEIR COMPETENCIES AT THE START OF THE SCHOOL YEAR AND AT THE END OF THE SCHOOL YEAR

		AT START OF YEAR		AT END OF YEAR		
		Not-At-All/ Somewhat Competent	Quite/ Extremely Competent	Not-At-All/ Somewhat Competent	Quite/ Extremely Competent	Perceived Increase in Improvement
Teaching Strategies	BTAP Beginners	41%	59%	17%	83%	+ 24%
Classroom Discipline	BTAP Beginners	46%	54%	16%	83%	+ 29%
District/Building Policies and Procedures	BTAP Beginners	82%	18%	31%	68%	+ 51%
Curriculum Materials/ Supplies	BTAP Beginners	72%	28%	23%	78%	+ 50%

Comment: The "BTAP Beginners" perceived themselves as improving significantly over the course of the school year in all four of the major competency areas. The greatest perceived improvements were in the areas of "District/Building Policies and Procedures" and "Curriculum Materials/Supplies," where the percentage of teachers who perceived themselves as being either "Quite or Extremely Competent" increased by 50% between the start of the school year and the end of the school year.

2. TO YOUR KNOWLEDGE, DOES THE DISTRICT INTEND TO RE-HIRE YOU?

	Yes	No	I Don't Know
BTAP Beginners	86%	4%	10%

Comment: Eighty-six percent of BTAP beginning teachers indicated that they expected to be rehired for the following school year.

3. HOW LIKELY IS IT THAT YOU WILL REMAIN IN THE TEACHING PROFESSION?

	Very Unlikely	Somewhat Unlikely	Very Likely	Extremely Likely	Don't Know
BTAP Beginners	2%	2%	21%	64%	12%

Comment: Eighty-five percent of the BTAP beginning teachers indicated that they were either "very likely" or "extremely likely" to remain in the teaching profession after their first year of teaching. Only 4% of the BTAP beginners indicated that it was unlikely they would remain in the teaching profession.

4. TO WHAT EXTENT DO YOU THINK THIS YEAR'S TEACHING EXPERIENCE WAS POSITIVELY AFFECTED BY HAVING A MENTOR?

	Not At All Affected	Somewhat Affected	Quite Affected	Completely Affected
BTAP Beginners	12%	31%	44%	12%

Comment: Although the responses to this question can be interpreted in several different ways, the percentages do indicate that almost 90% of the beginning teachers considered their teaching experience to be positively affected by having had a mentor. A more desirable response pattern would show larger percentages in the "Quite Affected" and "Completely Affected" categories.

5. HOW HELPFUL HAS YOUR MENTOR BEEN IN EACH OF THE FOLLOWING?

	Teaching Strategies	Classroom Discipline	Building/ District Policies	Morale and Personal Support	Curriculum Materials/ Supplies
Not At All/ Somewhat Helpful	46%	49%	38%	21%	40%
Quite/ Extremely Helpful	53%	51%	62%	79%	59%

Comment: Again, the figures in this table indicate that rather than providing support in a specific professional category, the mentor's most helpful assistance is in the morale and personal support area (80%). Other significant areas of help seem to be in assisting with "curriculum materials/supplies" and "building/ district policies."

RESPONSES OF PRINCIPALS

A random sample of 129 building principals with BTAP beginners were sent a survey instrument. Eighty-one percent of these principals returned the survey instruments. Following are some of the highlights:

1. LENGTH OF SERVICE AS PRINCIPAL IN THIS BUILDING:

1 year	2-3 years	4-5 years	6-7 years	8 or more years
18%	23%	18%	16%	26%

Comment: There was significant variation in the length of time the BTAP principals had served in the building in which they were currently assigned as principal.

2. TOTAL YEARS AS A PRINCIPAL:

1 Year	2-3 years	4-5 years	6-7 years	8 or more years
5%	9%	9%	14%	64%

Comment: Almost two-thirds of the BTAP principals had spent eight or more years as a school principal.

3. GRADE SPAN OF BUILDING:

Elementary	Middle	Junior High	High School	Other
54%	7%	9%	24%	6%

Comment: Over one-half the buildings involved in the 1986-87 BTAP program were elementary schools and one-quarter of the buildings involved housed secondary students. Very few middle schools (7%) and junior high schools (9%) had teachers who participated in the BTAP program.

4. DISTRICT HAS ORIENTATION/INSERVICE TRAINING SESSIONS ESPECIALLY DESIGNED TO HELP BEGINNING TEACHERS:

Yes	No	Don't Know
68%	30%	2%

Comment: Over two-thirds of the districts involved in the BTAP program had some kind of orientation or inservice training to help the beginning teachers during their first year of teaching.

5. HOW LIKELY IS IT THAT THE BTAP BEGINNER WILL REMAIN IN THE TEACHING PROFESSION?

Very Unlikely	Somewhat Unlikely	Very Likely	Extremely Likely	Don't Know
4%	2%	26%	65%	3%

Comment: According to the principals of the BTAP teachers, over 90% of the beginning teachers participating in the program are either "very likely" or "extremely likely" to remain in the teaching profession.

6. HOW VALUABLE TO THE BTAP BEGINNER HAS THE MENTOR TEACHER BEEN?

Not at All Valuable	Somewhat Valuable	Quite Valuable	Extremely Valuable	Don't Know
0%	19%	32%	48%	1%

Comment: The principals' responses to this question provide very valuable information regarding the overall effectiveness of the beginner/mentor program. According to the results presented above, not a single principal felt that the mentor was of "no value" to the beginning teacher. Eighty percent of the BTAP principals indicated that in their judgment the mentor had been "quite" to "extremely" valuable to the beginning teacher. The results in this table are a powerful set of data supporting the effectiveness of the BTAP program.

7. AMOUNT OF ASSISTANCE BTAP BEGINNER RECEIVED FROM MENTOR (AS REPORTED BY PRINCIPALS)

	None/Some Assistance	Quite-a-Bit/Much Assistance
TEACHING STRATEGIES	27%	73%
CLASSROOM MANAGEMENT	38%	61%
BUILDING/DISTRICT POLICIES & PROCEDURES	55%	45%
MORALE & PERSONAL SUPPORT	20%	80%
CURRICULUM MATERIALS/SUPPLIES	34%	65%

Comment: The results presented in the table above indicate that the BTAP principals also felt that the greatest amount of assistance (80%) the beginning teacher received from the mentor was in the area of "Morale and Personal Support." The result is almost identical with the results on page 14 (Table 7) which indicate that 79% of the beginning teachers in the BTAP program felt that the greatest assistance they received from the mentor was in the category of "Morale and Personal Assistance."

SUMMARY OF WRITTEN COMMENTS BY BTAP BEGINNERS, MENTORS, AND PRINCIPALS

1. BTAP BEGINNERS

   a. Positive Comments

   - o This is a very important and valuable program.
   - o The mentor program was excellent.
   - o I feel the mentor program is a great way to help a beginning teacher. I would highly recommend it to all new teachers.
   - o This is a very worthwhile program! I believe it was a "life saver."
   - o I am very grateful to be involved in the mentor program--it has been extremely helpful.
   - o Please continue this program! It is beneficial, if not essential, for both mentor and mentee.
   - o This program allowed me to ask many questions without apologizing for taking my mentor's time. For me, it was, and is, an excellent program!
   - o I enjoyed and needed the daily support from my mentor.
   - o The beginning/mentor teacher program has helped me immensely through my first year.
   - o Visiting other schools for ideas to add to my program was the most helpful.
   - o Not only did I gain a professional relationship, but a valuable friend. Well worth the time spent together this year.
   - o The mentor teacher program is a wonderful program that should continue.
   - o I found it extremely helpful to have someone who was "in charge" of assisting the rooky teacher.
   - o The encouragement and support of my mentor teacher greatly lessened the overwhelming feeling of being a first year teacher. Very helpful!
   - o I felt my mentor's main contribution during my first year was that of morale-emotional support.

- Fantastic program. I think all beginning teachers should have a mentor. It helped make for a successful year for me. My mentor was both a source of information and ideas, as well as an excellent support system.

- I think this is a great program. I think the mentor-beginning teacher program should run two years, instead of just one.

b. Negative Comments

- The program is too vague. Expectations are unclear and this was a barrier between my mentor and me.

- I'm afraid my mentor's style was too extremely different from mine. She was not a person I felt comfortable with, being too ready to advise before she even understood the question. There were some real philosophical differences in dealing with both children and adults.

- Saturday workshops were very repetitive and could have been better.

- Too much emphasis was put on "theory" vs. the "practical" in the Saturday workshops.

- ESD workshops need to be improved.

- Mentors make too much money relative to beginners' stipends.

- I felt the first two Saturday/ESD workshops were not geared toward our needs.

c. Suggestions for Improvement

- The Saturday sessions need to be strengthened.

- The beginning teacher should receive additional pay.

- The most critical time for the mentor to be available is the very beginning of the year!

- No Saturday workshops. One-on-one with mentor is more valuable.

- It should be required to observe each other or similar teachers otherwise you don't get to do it!

- Instead of release time during the regular school day, my mentor and I would have preferred to spend the money that would have been used to hire a substitute to pay for us to attend a conference in our subject area. In fact, attending the workshop or conference of our choice would have been preferable to any of the Saturday workshops offered by ESD.

- The assignment of the actual mentor teacher should take place as soon as the new teacher is hired. This way the two teachers can meet and discuss anticipated problems before the school year begins.

- Additional workshops would be helpful for both mentor and teacher.

- I feel strongly that the program should remain independent from influence or involvement of administrators. It should be teachers helping teachers.

- Require beginning teachers to attend all workshops and then pay them for their efforts.

- BTAP needs to clarify to districts that release time is part of program and receive district's "o.k." before district accepts.

2. BTAP MENTORS

a. Positive Comments

- The program is an excellent way to initiate new teachers smoothly into the field.

- This program enabled my beginning teacher to feel comfortable about asking for help when she needed help. She told me she did not feel like a burden.

- Instead of release time, we observed during planning and lunch times since they were during the other person's class time. Good program. Should be continued.

- I enjoyed being a mentor!

- Great program! Very important for first year teacher support and encouragement.

- The Saturday workshop speakers were often excellent.

- This was a marvelous experience and we are making plans for next Fall!

- I felt the last two Saturday workshops were very good. Great program.

- I worked with an excellent teacher who would have done fine in any case, although I know she appreciated the support.

- Excellent program for both parties involved.

- o My mentee was my student teacher last year. We worked very well together then, so it was a natural extension of this to be her mentor.
- o I valued the chance to define and clarify my own teaching techniques.
- o I think the mentor program is extremely worthwhile.
- o Overall, I see great possibilities for the BTAP. I strongly support the program.

b. Negative Comments

- o Initial goals were unclear.
- o The Saturday training sessions were neither run well nor useful.
- o I received no correspondence addressed directly to me.
- o Not enough building level or district support.
- o The practical application from the Saturday workshops was very limited for both the beginner and mentor.
- o Saturday workshops were geared to beginning teachers mostly and they only had to attend one workshop.

c. Suggestions for Improvement

- o At Saturday workshops, allow much more time for informal discussions with beginning and mentor teachers of related subjects and grades.
- o Beginner teacher didn't care to attend. She felt she wasn't being paid, so why should she? Solution: Pay the beginner more.
- o Please do what you can to better fund the beginning teachers.
- o Content of workshops could easily be condensed.
- o Would be better to pair people in same grade, same subject.
- o How about an orientation explaining the program? Then ask for either a commitment to participate or not to be involved in the program.
- o Saturday meetings. Why not have more sessions of four hours in length?

- I suggest the following: 1) Drop the Saturday workshops for mentors. Just let us help the mentee in the way they need. Pay us less if necessary. 2) Increase the mentee pay and put on workshops for them!

- The beginning teacher should have been required to attend the second and third sessions.

- I think that beginning teachers should have the option of being in the program. My mentee did not want to be a part of the program.

- The mentor, in my opinion, does not need to make formal observations unless requested to do so by the beginning teacher. The beginning teacher must be allowed to develop his/her <u>own</u> style and learn to deal with problems in his/her own way. The mentor can best serve as a friend, a sympathetic ear and only make suggestions when asked to. The first year of teaching should <u>not</u> be another student teacher experience.

- I would have liked more guidelines and think there should be two or three more Saturday workshops earlier in the year.

- Both teachers must be in the same building, especially at the elementary level.

- The mentor and mentee need more time (weekly) to meet and discuss issues and problems early in the first year.

- I see a great need for <u>frequent early</u> (September/October) observations of mentor and beginner. We were lax on this and I think it would have helped.

- Please inform superintendent and principals on a more regular basis. Mine did not understand release days vs. workshop inservice.

- Would like a district level meeting of mentor and beginning teachers. Also a late August-before meeting if possible to get mentors chosen by then.

- The program should begin in August if possible. Needs to start early. It should have started prior to the opening of school.

- Please do something to make it mandatory that districts give release time days.

- Need to cover topics relevant to beginning teachers at Saturday workshops.

- o I think the benefits of this relationship will really show next year.

- o Saturday sessions should be less general and involve more mentor participation.

3. BTAP PRINCIPALS

   a. Positive Comments

   - o Excellent program for beginner and mentor to improve skills.

   - o An excellent program; should be continued.

   - o This has been a successful program this year. The mentor and beginning teacher have tremendous rapport.

   - o I like the concept very much.

   - o Helped put our program at ease. Helped build confidence. Provided good ideas on materials, methods. Helped beginning teachers in dealing with discipline problems.

   - o A valuable program for the beginning teacher and mentor teacher. Builds pride and competence.

   - o Very satisfied with program!

   - o A most valuable help to a beginning teacher. Money well spent to develop beginning teacher.

   - o This program is one of the best programs the state has ever sponsored! It's a very supportive program to the new teacher and a program that recognizes and rewards the mentor as an excellent teacher.

   - o I think it is a very worthwhile program. It gives the beginning teacher someone to help with immediate assistance.

   - o Excellent. Please continue funding for stipends and ESD inservice.

   - o This is an extremely valuable state sponsored program, please continue it.

   - o This program is a positive step. Continue to push the program.

   - o It has been very helpful because it is practical and allows teachers to learn while they are actually teaching.

- o Excellent program. Mentor was a master teacher and was available to the beginning teacher in several ways. I see a real difference in skills between the beginning teacher selected for this program and the non-selected teacher. While I can't say how much the influence was due to this assistance, the comments from the beginning teacher were <u>extremely</u> favorable.

b. Negative Comments

- o Our ESD needs to change this program if it is to be effective.
- o The state and regional meetings were not terribly relevant, content wise.

c. Suggestions for Improvement

- o Needs to be expanded to include first and second year teachers who need help.
- o Master teachers need more release time to observe and counsel beginning teacher.
- o How are mentor teachers selected? Quality should improve. When the teachers are not in the same building the program does not work. The release days for beginning teachers should be monitored closely.
- o The process for identification of the <u>mentor</u> teacher needs to be strengthened. Maybe greater involvement of the principal.
- o The ESD could have done a better job structuring its program.
- o The pay needs to be more equal between the mentor and the beginning teacher.
- o I feel it is most valuable when the beginning teacher and the mentor teacher are in the same building.
- o Please develop a way to involve building administrators a bit more.
- o I believe required involvement by the state for building administrators would be beneficial.

APPENDIX B

- Beginning Teacher Assistance Program Rules: Chapter 392-196 WAC, New and Amendatory Sections
- Listing of School Districts that Participated in 1986-87 Beginning Teacher Assistance Program
- Topics Covered During 1986-87 ESD Beginning Teacher Assistance Program Saturday Training Sessions

Chapter 392-196 WAC

SCHOOL PERSONNEL--((BEGINNING)) TEACHER((S)) ASSISTANCE PROGRAM

AMENDATORY SECTION (Amending Order 86-7, filed 7/18/86)

WAC 392-196-005 AUTHORITY. The authority for this chapter is ((~~chapter 399, Laws of 1985 (uncodified)~~)) RCW 28A.67.240 which authorizes the superintendent of public instruction to adopt rules to establish and operate a ((~~beginning~~)) teacher((~~s~~)) assistance program.

AMENDATORY SECTION (Amending Order 85-12, filed 10/15/85)

WAC 392-196-010 PURPOSE. The purpose of this chapter is to set forth policies and procedures for the operation of a ((~~beginning~~)) teacher((~~s~~)) assistance program, including the conditions for the receipt of state moneys for such purpose by school districts of the state.

NEW SECTION

WAC 392-196-011 TEACHER--DEFINITION. As used in this chapter the term "teacher" means any school employee possessing any one of the certificates issued by the superintendent of public instruction under RCW 28A.70.005: PROVIDED, That such employees who hold administrator credentials and are employed as administrators shall not be included for purposes of this chapter.

AMENDATORY SECTION (Amending Order 85-12, filed 10/15/85)

WAC 392-196-020 MENTOR TEACHER STIPEND--DEFINITION. As used in this chapter, the term "mentor teacher stipend" shall mean an amount paid by a school district to a mentor teacher for services as a mentor teacher including attendance at the superintendent of public instruction sponsored mentor teacher workshop. Such stipend, including the amount and conditions applicable, shall be set forth in a supplemental contract in accordance with and subject to the provisions of RCW 28A.67.074.

AMENDATORY SECTION (Amending Order 85-12, filed 10/15/85)

WAC 392-196-030 MENTOR TEACHER--QUALIFICATIONS FOR NOMINATION. In order to be nominated to serve as a mentor teacher pursuant to WAC 392-196-035, the teacher shall meet the following minimum qualifications:

(1) Be employed full time primarily as a ((~~classroom~~)) teacher.

(2) Have been employed primarily as a ((~~classroom~~)) teacher for one school year within the district and two additional school years within any public or private school in any grade, ((~~kindergarten~~)) preschool through twelve.

(3) Hold a valid continuing ((~~teaching~~)) certificate issued pursuant to chapter 180-79 WAC or be eligible for conversion to such certificate pursuant to WAC 180-79-045.

AMENDATORY SECTION (Amending Order 85-12, filed 10/15/85)

WAC 392-196-040 BEGINNING TEACHER--DEFINITION. As used in this chapter, the term "beginning teacher" shall mean a ((~~certificated~~)) teacher with fewer than ninety consecutive school days of ((~~classroom~~)) certificated teaching experience in either a public or private school in any grade, ((~~kindergarten~~)) preschool through twelve, and who is employed by the district for ninety consecutive school days or more ((~~to serve primarily as a classroom teacher~~)).

AMENDATORY SECTION (Amending Order 85-12, filed 10/15/85)

WAC 392-196-045 BEGINNING TEACHER STIPEND--DEFINITION. As used in this chapter, the term "beginning teacher stipend" shall mean an amount paid by a school district to a beginning teacher for ((~~one~~)) three days of attendance at the superintendent of public instruction sponsored mentor teacher workshops. Such stipend, including the amount and conditions applicable, shall be set forth in a supplemental contract in accordance with and subject to the provisions of RCW 28A.67.074.

AMENDATORY SECTION (Amending Order 85-12, filed 10/15/85)

WAC 392-196-050 BEGINNING TEACHER STIPEND--MINIMUM AMOUNT. The minimum amount of the beginning teacher stipend shall be ((~~eighty~~)) two hundred forty dollars.

NEW SECTION

WAC 392-196-051 EXPERIENCED TEACHER--DEFINITION. As used in this chapter, the term "experienced teacher" means a teacher not included in the "beginning teacher" population, as defined in WAC 392-196-040.

NEW SECTION

WAC 392-196-052 EXPERIENCED TEACHER PARTICIPATION. "Experienced teachers" shall not be required to participate in this program nor attend the superintendent of public instruction sponsored mentor workshops and shall not receive a stipend. Districts shall be reimbursed for up to thirty-six hours substitute teacher expenses (per team) associated with participation of experienced teachers if such funds are available after all nominated beginning teachers have been included.

AMENDATORY SECTION (Amending Order 85-12, filed 10/15/85)

WAC 392-196-055 SPI SPONSORED BEGINNING AND MENTOR TEACHER WORKSHOP--DEFINITION. As used in this chapter, the term "superintendent of public instruction sponsored beginning and mentor teacher workshop" shall mean an in-service training program sponsored by the superintendent of public instruction for the purpose of providing professional training for mentor and beginning teachers in the methods and procedures for performing such roles with particular emphasis upon providing continuing and sustained support by the mentor teacher to a beginning teacher. Such workshop shall be no more than three days in length, but need not be consecutive days, and shall not be held during school hours.

AMENDATORY SECTION (Amending Order 85-12, filed 10/15/85)

WAC 392-196-060 SCHOOL DISTRICT APPLICATION TO SPI FOR PARTICIPATION IN ((~~BEGINNING~~)) THE TEACHER ASSISTANCE PROGRAM. Any district may apply to the superintendent of public instruction for participation in the ((~~beginning~~)) teacher assistance program. The application shall require the superintendent of the district to provide the following assurances:

(1) The board of directors of the district has reviewed the requirements of this chapter and has agreed to the conditions therein.

(2) The mentor teacher shall be paid a mentor teacher stipend.

(3) The beginning teacher shall be paid a beginning teacher stipend.

(4) The mentor and beginning teacher shall be required to attend and shall be reimbursed by the district for travel expenses for attendance at the superintendent of public instruction sponsored mentor teacher workshop.

~~(5) ((The beginning teacher shall be required to attend and shall be reimbursed by the district for travel expenses for one day of attendance at the superintendent of public instruction's sponsored mentor teacher workshop.~~

~~(6)~~)) The mentor teacher shall be released from classroom teaching responsibilities in order to observe and assist the beginning or experienced teacher in the classroom.

((~~(7)~~)) (6) The mentor teacher ((and)), the beginning teacher ((shall)), and the experienced teacher shall be released from classroom teaching responsibilities in order to jointly observe and evaluate teaching situations.

((~~(8)~~)) (7) The total release time from classroom teaching as required by subsections ((~~(6)~~)) (5) and ((~~(7)~~)) (6) of this section shall be at least thirty-six scheduled instructional hours per school year but no more than thirty-six scheduled instructional hours shall be paid for with funds made available under this chapter.

(8) Mentor teachers shall not be involved in evaluations of their beginning or experienced teachers conducted pursuant to RCW 28A.67.065.

(9) The mentor teacher ((and the)), beginning teacher, and experienced teacher shall be required to complete and forward to the superintendent of public instruction such evaluation reports of the ((beginning)) teacher assistance program as requested by the superintendent of public instruction.

(10) Mentor teachers shall periodically inform their principals respecting the contents of training sessions and other program activities.

(11) The superintendent of the district shall supply the superintendent of public instruction, at times specified by the superintendent of public instruction, such information as requested regarding the ((beginning)) teacher assistance program.

AMENDATORY SECTION (Amending Order 85-12, filed 10/15/85)

WAC 392-196-070 ((~~1986-87 SCHOOL YEAR BUILDING~~)) SCHOOL DISTRICT SELECTION PROCESS. ((~~The superintendent of public instruction will seek action by the 1986 legislature to permit a mentor teacher for each beginning teacher. However, if moneys are insufficient to achieve this goal, the number of mentor teachers for the 1986-87 school year shall be pro rated upon the number of positions requested per district and the number of positions available.~~)) The selection process shall be as follows:

(1) For the 1987-88 school year the superintendent of public instruction shall fund all eligible beginning and mentor teacher teams nominated by local school districts.

(2) For the 1988-89 school year and ensuing years the superintendent of public instruction shall fund all eligible beginning and mentor teacher teams nominated by local school districts, subject to the availability of funds.

(3) Experienced and mentor teacher teams shall be nominated by local school districts only during the 1988-89 and ensuing school years, provided the legislature appropriates additional funds for their participation.

(4) If the local district nominations exceed the availability of appropriated funds for any year of the program, the priority shall be as follows:

(a) Beginning and mentor teacher teams.

(b) Experienced and mentor teacher teams.

(5) Experienced and mentor teacher teams shall be selected on the following priority basis, depending on the availability of appropriated funds:

(a) At least one team per district.

(b) At least one team for every one hundred teachers employed by the nominating district.

(c) Remaining teams shall be selected randomly by lot by ESD region.

NEW SECTION

WAC 392-196-072 SUPERINTENDENT OF PUBLIC INSTRUCTION CONSULTATION. The superintendent of public instruction hereby establishes a teacher assistance task force of no more than eighteen members representing teachers, administrators, educational service districts, colleges and universities, and school directors. The superintendent shall:

(1) Appoint task force members from nominations submitted by the professional groups eligible to be represented on the task force;

(2) Consult with the task force for the purpose of obtaining their advice about teacher assistance program policies, operations, and evaluations;

(3) Convene the task force at least once annually.

AMENDATORY SECTION (Amending Order 85-12, filed 10/15/85)

WAC 392-196-075 ANNUAL AMOUNT FOR DISTRIBUTION TO PARTICIPATING SCHOOL DISTRICTS. The superintendent of public instruction annually shall establish a dollar amount per mentor teacher for distribution to districts for support of the ((~~beginning~~)) teacher((~~s~~)) assistance program. Such distribution shall be used by the district exclusively for the following:

(1) Mentor teacher stipends.

(2) Travel expenses of the mentor and beginning teachers for attendance at the superintendent of public instruction mentor teacher workshop.

(3) Substitute teacher salaries for release time for mentor ((~~and~~)), beginning, and experienced teachers.

(4) Beginning teacher stipends.

(5) Appropriate fringe benefits associated with mentor and beginning teacher stipends.

AMENDATORY SECTION (Amending Order 85-12, filed 10/15/85)

WAC 392-196-080 DISTRIBUTION OF STATE MONEYS FOR THE ((~~BEGINNING~~)) TEACHER ASSISTANCE PROGRAM((~~--1985-87-BIENNIUM~~)). ((~~For the 1985-86 and 1986-87 school years,~~)) The superintendent of public instruction shall ((~~distribute to districts in February of~~)) issue grant awards in each school year((~~,~~)) for a maximum of ((~~one~~)) two thousand ((~~six hundred~~)) fifty dollars per mentor-beginning teacher team.

AMENDATORY SECTION (Amending Order 85-12, filed 10/15/85)

WAC 392-196-085 CARRYOVER PROHIBITION. State moneys distributed to districts for the ((~~beginning~~)) teacher assistance program shall be subject to the carryover prohibition of WAC 392-122-900.

AMENDATORY SECTION (Amending Order 85-12, filed 10/15/85)

WAC 392-196-090 MAXIMUM CONTROL FACTOR--PRORATION. State moneys distributed to districts for the ((~~beginning~~)) teacher assistance program shall be subject to the proration provision of WAC 392-122-905 if the current appropriation to the superintendent of public instruction for the beginning teacher assistance program is adversely affected by action of the legislature after the commencement of the ((~~1986-87~~)) ensuing school year.

DISTRICTS WHICH PARTICIPATED IN THE
1986-87 BEGINNING TEACHER ASSISTANCE PROGRAM

Following is a list of the districts which participated in the 1986-87 BTAP program. One hundred twenty-nine school districts initially nominated over seven hundred beginning teachers for the available openings. After adjustments for attrition, and assignment changes, 689 beginning/mentor teams participated in the 1986-87 Beginning Teacher Assistance Program.

	District	Beginner/Mentor Teams
1.	Adna School District	One
2.	Anacortes School District	Two
3.	Arlington School District	Three
4.	Auburn School District	Eighteen
5.	Bainbridge Island School District	Three
6.	Bellevue School District	Nine
7.	Bellingham School District	Fourteen
8.	Bethel School District	Twelve
9.	Blaine School District	Three
10.	Brewster School District	Two
11.	Bridgeport School District	Two
12.	Camas School District	One
13.	Cape Flattery School District	Three
14.	Cashmere School District	Two
15.	Central Kitsap School District	Ten
16.	Central Valley School District	Six
17.	Centralia School District	Seven
18.	Chehalis School District	Two
19.	Cheney School District	Two
20.	Chewelah School District	One
21.	Clarkston School District	Five
22.	Cle Elum School District	One
23.	Clover Park School District	Seven
24.	Columbia (Burbank) School District	Eight
25.	Colville School District	Two
26.	Conway School District	One
27.	Coulee/Hartline School District	Three
28.	Dieringer School District	Two
29.	East Valley School District	Six
30.	Eatonville School District	One
31.	Edmonds School District	Seventeen
32.	Ellensburg School District	Three
33.	Elma School District	Four
34.	Endicott School District	Three
35.	Encumclaw School District	Six
36.	Ephrata School District	Four
37.	Evergreen School District (Clark)	Fourteen
38.	Federal Way School District	Eighteen
39.	Ferndale School District	Four
40.	Franklin Pierce School District	Seven
41.	Garfield School District	One

	District	Beginner/Mentor Teams
42.	Grand Coulee Dam School District	Three
43.	Granite Falls School District	Two
44.	Griffin School District	Three
45.	Highland School District	One
46.	Highline School District	Five
47.	Hoquiam School District	Four
48.	Inchelium School District	One
49.	Issaquah School District	Five
50.	Kelso School District	Four
51.	Kennewick School District	Two
52.	Kent School District	Twenty-seven
53.	Kettle Falls School District	Four
54.	Kiona-Benton School District	Three
55.	La Center School District	One
56.	Lake Stevens School District	Five
57.	Lakewood School District	Three
58.	Lyle School District	One
59.	Lynden School District	One
60.	Mansfield School District	Two
61.	McCleary School District	One
62.	Mead School District	Six
63.	Medical Lake School District	One
64.	Methow Valley School District	One
65.	Monroe School District	Three
66.	Montesano School District	Four
67.	Mount Vernon School District	Five
68.	Napavine School District	One
69.	Naches Valley School District	One
70.	Nine Mile Falls School District	Four
71.	North Franklin School District	Five
72.	North Mason School District	One
73.	North Thurston School District	Seventeen
74.	Northshore School District	Twenty-six
75.	Oakesdale School District	One
76.	Olympia School District	Nine
77.	Omak School District	Three
78.	Oroville School District	Three
79.	Othello School District	Three
80.	Pasco School District	Eight
81.	Pateros School District	One
82.	Peninsula School District	Six
83.	Pomeroy School District	One
84.	Port Angeles School District	Nine
85.	Port Townsend School District	Five
86.	Prescott School District	One
87.	Prosser School District	Four
88.	Puyallup School District	Twenty-three
89.	Quilcene School District	One
90.	Quinault School District	One
91.	Quincy School District	Three
92.	Rainier School District	One
93.	Renton School District	Twenty-seven
94.	Republic School District	Three

	District	Beginner/Mentor Teams
95.	Rosalia School District	One
96.	Seattle School District	Thirty-seven
97.	Selah School District	Two
98.	Selkirk School District	One
99.	Shelton School District	Ten
100.	Shoreline School District	Six
101.	Snohomish School District	Ten
102.	Snoqualmie School District	Four
103.	South Central School District	Two
104.	South Kitsap School District	Fourteen
105.	South Whidbey School District	Two
106.	Spokane School District	Twelve
107.	Stanwood School District	Four
108.	Sultan School District	Two
109.	Sumner School District	Five
110.	Tacoma School District	Thirty-seven
111.	Tahoma School District	One
112.	Tekoa School District	One
113.	Tenino School District	One
114.	Tonasket School District	Seven
115.	Touchet School District	One
116.	Toutle Lake School District	One
117.	Tumwater School District	Two
118.	University Place School District	One
119.	Vancouver School District	Eleven
120.	Walla Walla School District	Eight
121.	Wellpinit School District	Four
122.	Wenatchee School District	Five
123.	West Valley (Spokane) School District	One
124.	White Salmon Valley School District	Two
125.	Wilson Creek School District	One
126.	Wishkah Valley School District	One
127.	Wishram School District	One
128.	Yakima School District	Eight
129.	Yelm School District	Five
		Total = 689

Topics Covered During 1986-87 ESD BTAP Training Sessions

The Educational Service Districts provided the workshop training for the mentor teachers that is called for in the authorizing legislation.* The all-day training sessions were conducted by the ESD's on three Saturdays and, although some sessions were scheduled over the course of the school year, most of them were held during the first half of the school year.

Topics covered during the training session included the following:

- Learning Styles
- Thinking Skills
- Parent Conferencing
- Teaching Self Esteem
- Discipline
- Observation Instruments
- Peer Coaching
- Classroom Management
- Lesson Planning
- Curriculum
- School Organization
- Videotaping

Each ESD was required to evaluate the three training sessions it conducted. The summary evaluations from each ESD covering the three training sessions it sponsored were generally very positive.

*ESD 114 chose not to participate as training providers. Beginning and mentor teacher teams from within ESD 114 attended training sessions provided by ESD 121.